



Medium Term Plan (Year 5, Spring 2)

Term: The Wild West 2

Intended Outcome of Topic:

Children will have a wider understanding of the UK and Europe and will understand their human and physical characteristics. Children will feel confident in talking about the UK, being able to describe the countries that make up the UK and Europe, the differences in human and physical characteristics and the environment. Children will be able to understand how rivers and coasts erode.

Memorable experience:

River Walk

SMSC Links:

ENGLISH

understand the different ways in which human beings have tried to make sense of their lives and given expression to their deepest hopes and fears (e.g. in myth and legend, parable, biography, poetry and song)
explore stories which tell of the triumph of the human spirit 'against the odds' and which illustrate spiritual qualities such as love, compassion and altruism
explore occasions in stories and plays when characters have to make moral choices
explore moral themes in stories (e.g. good over evil, weak over strong, wise over foolish)
hear and write stories where there are two sides to an argument
reflect on the underlying values, beliefs and attitudes that motivate characters
learn about language variation in English and how language relates to national, regional and cultural identities
explore folk tales and traditional stories from different cultures

MATHS

appreciate the underlying mathematical principles behind some of the beautiful natural forms and patterns in the world around us
appreciate that for the ancient Greeks, mathematics was the supreme form of knowledge, believed to hold the key to the secrets of the universe
engage in increasingly challenging problem solving activities, persevere to overcome difficulties and experience the pleasure and satisfaction in reaching a solution (arriving at the 'Eureka!' moment!)
consider the implications of reducing human beings to mere numbers or percentages (e.g. in statistics)

SMSC continued:

SCIENCE

experience the wonder of new life
appreciate the inter-connectedness of everything
appreciate the inter-dependence of different organisms (e.g. symbiotic relationships)
reflect on and wonder at the order, regularity and pattern in the natural and physical world
appreciate how the subject of ICT embodies aspects of the human spirit: our drive to share and communicate through the invention of new technologies, and our capacity to use
the incomprehensible vastness of the universe and the variety of life forms within it

GEOGRAPHY

respond to dramatic environments, both physical and human, such as photographs of the world from space
consider the moral and practical issues of pollution, conservation and the sustainability of our environment
reflect on similarities and differences among peoples in near and distant parts of the world
find out about contrasting localities in Britain and the wider world

RE

develop awareness of the human quest to make sense of the world and the human predicament and to seek meaning and purpose in life
learn about the beliefs and practices of Christianity and other major world religions
learn from religion and evaluate the truth claims made by Christians and other religious believers

COMPUTING

respond with a sense of awe and wonder to humankind's technological achievements
wonder at what a small computer can do
reflect on how people the world over are linked through the world wide web

Subject	Week beginning: 24 th February	Week beginning 3 rd March	Week beginning 10 th March	Week beginning 17 th March	Week beginning 25 th March	Week beginning 31 st March
English	Genre: Newspapers Text: range of newspaper reports Phase of writing: Identify features of a newspaper report and oral rehearsal through small world.	Genre: Newspapers Text: newspaper headlines Phase of writing: Planning Focus: To take the events learned about when reading Flannan Isle and to write a newspaper report	ASSESSMENT WEEK	Genre: Newspapers Text: own planning Phase of writing: writing reports, paragraph each day Focus: To take the events learned about when reading Flannan Isle and to write a	Genre: Playscripts and character description Text: A Midsummer Night's Dream Phase of writing: to organise events, discuss and record different sections of the story	Genre: Playscripts and character description Text: A Midsummer Night's Dream Phase of writing: plan a fantasy setting. Think about AMND text

	Focus: To take the events learned about when reading Flannan Isle and to write a newspaper report about it. Grammar: Stand alone lessons. <u>Apostrophes:</u> Possession Omission	about it. Understand how to use direct and indirect speech, active and passive voice. Grammar: Stand alone lessons. <u>Semi colons</u> How we use them Why we use them		newspaper report about it. Use what we have learnt in the past 2 weeks and include them in their writing. Grammar: Stand alone lessons <u>Homophones</u> Where/were/we're There/their/they're Plus other common homophones to identify their spelling and how they are used in context	Focus: to retell the story, create their own fairy character Grammar: Stand alone lessons <u>Up Level Sentences</u> Re-write basic sentences using subordinate clauses,, direct and indirect speech, semi-colons, relative clauses, expanded noun phrases	and the fairy world, plan a setting for your fairy character Focus: use expanded noun phrases, similes, metaphors and personification in writing Grammar: Stand alone lessons <u>Up Level Sentences</u> Re-write basic sentences using subordinate clauses,, direct and indirect speech, semi-colons, relative clauses, expanded noun phrases
Spelling	Scheme: The National Strategies Support for Spelling -revisit antonyms -what are vowels, consonants and suffixes? -doubling letters with consonants -dropping the e and adding ing, er, able as a suffix	Scheme: The National Strategies Support for Spelling -give children spelling matrix to complete with different suffixes - words ending in e with a suffix with a consonant -suffixes ending in y and rules -word ending in y with a vowel before the y - word ending in y with a consonant before the y	Scheme: The National Strategies Support for Spelling -look at the suffix ous and spelling changes -give children root words to add various suffixes to -group words according to their suffix and rules -list as many words as possible with ous suffix -write 10 words with partner with different suffixes and discuss rules	Scheme: The National Strategies Support for Spelling -give children words pretty and happy. How many suffixes are there? - give children words lazy and windy. How many suffixes are there? - give children words ready and heavy. How many suffixes are there? - give children the word empty. How many suffixes are there? -pictures of words, what are they?	Scheme: The National Strategies Support for Spelling -give children a word search of 'ous' words to find -give children the word supply, add the suffixes - give children the word carry, add the suffixes - give children the word marry, add the suffixes - give children the word vary, add the suffixes	Scheme: The National Strategies Support for Spelling -explore suffixes ment, ship and hood -revisit rules for words ending in e and y. Share examples -children to create sentences including words that have a suffix -sentence dictate- children write -what have we learn this half term? Mind map together
Reading	Text: William Shakespeare biography Non Fiction Focus: Vocabulary Fluency Inference Retrieval Comprehension	Text: A Midsummer Night's Dream Fiction Focus: Predictions Vocabulary Fluency Inference Retrieval Comprehension Justification	Text: A Midsummer Night's Dream Fiction Focus: Vocabulary Fluency Inference Retrieval Comprehension Justification	Text: A Midsummer Night's Dream Fiction Focus: Vocabulary Fluency Inference Retrieval Comprehension Justification	Text: A Midsummer Night's Dream Fiction Focus: Vocabulary Fluency Inference Retrieval Comprehension Justification	Text: A Midsummer Night's Dream Fiction Focus: Vocabulary Fluency Inference Retrieval Comprehension Justification
Maths	Fractions Scheme: White Rose Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount	Fractions Scheme: White Rose Multiply a unit fraction by an integer Multiply a non-unit fraction by an integer Multiply a mixed number by an integer Calculate a fraction of a quantity Fraction of an amount Find the whole	Decimals and Percentages Scheme: White Rose The equivalence between fractions, decimals and percentages. Understanding decimals to three decimal places. Ordering and comparing decimals Rounding decimals to the nearest whole number and to one decimal place	Decimals and Percentages Scheme: White Rose The equivalence between fractions, decimals and percentages. Understanding decimals to three decimal places. Ordering and comparing decimals Rounding decimals to the nearest whole number and to one decimal place	Decimals and Percentages Scheme: White Rose The equivalence between fractions, decimals and percentages. Understanding decimals to three decimal places. Ordering and comparing decimals Rounding decimals to the nearest whole number and to one decimal place	Decimals and Percentages Scheme: White Rose The equivalence between fractions, decimals and percentages. Understanding decimals to three decimal places. Ordering and comparing decimals Rounding decimals to the nearest whole number and to one decimal place

	Find the whole Use fractions as operators Time: Recap time to 15 minute intervals.	Use fractions as operators Time: Recap time to 15 minute intervals.				
Science	Scheme: Developing Experts Topic: Changes of Materials Learning Outcomes: Use evaporation to recover the solute from a solution -Describe how evaporation can be used to get the salt back from salty water -Use the results of an evaporation experiment to explain which mystery liquid is a solution -Suggest a method to recover the water from a salt water solution and explain why this method works	Scheme: Developing Experts Topic: Changes of Materials Learning Outcomes: Recognise and describe reversible changes -Identify methods for reversing a physical change -Describe how the method used to reverse a physical change works -Evaluate the strengths and weaknesses of the method chosen and suggest improvements	Scheme: Developing Experts Topic: Changes of Materials Learning Outcomes: Observe chemical reactions and describe how we know new materials are made -Name some irreversible changes -Use observations to describe how you can tell an irreversible change has taken place -Explain why the change is irreversible and what new products have been made	SCIENCE WEEK- CHANGE AND ADAPT Whole school workshop with Spark 2 Education Science experiment TBC	Scheme: Developing Experts Topic: Changes of Materials Learning Outcomes: Investigate burning reactions -Identify the 3 factors a fire needs to burn -Describe and explain different methods for extinguishing a fire -Apply knowledge of the fire triangle to alternative extinguishing methods	Scheme: Developing Experts Topic: Changes of Materials Learning Outcomes: Investigate chemical reactions- acid and bicarbonate of soda -Predict the best substances used to make a fizzy rocket -Use experiment results to test a prediction and write a conclusion to show the best substances to make a fizzy rocket -Use measuring equipment to suggest ways to improve the accuracy of the observation made in the experiment
Computing	Scheme: Kapow Programming 2: Micro:bit Lesson 1: Tinkering with the BBC Micro:bit	Scheme: Kapow Programming 2: Micro:bit Lesson 2: Programming an animation	Scheme: Kapow Programming 2: Micro:bit Lesson 3: Polling programme	Scheme: Kapow Programming 2: Micro:bit Lesson 4: Programming a Pedometer	Scheme: Kapow Programming 2: Micro:bit Lesson 5: Programming a scoreboard	Write a guide to Micro:bit to explain to others how it works, what it looks like and what it can do.
Geography	<u>WE ARE LEARNING TO: Compare time zones.</u>	<u>WE ARE LEARNING TO: Compare the populations of cities across different continents.</u>	<u>WE ARE LEARNING TO: Identify and name climate zones across the world.</u>	<u>WE ARE LEARNING TO: Identify and compare the world's biomes.</u>	<u>WE ARE LEARNING TO: Explain the importance of a biomes in the world.</u>	<u>WE ARE LEARNING TO: Draw a simple sketch map.</u>
History						
Art & Design				ART DAY- 14TH March Seurat: Pointillism Revisit Seurat and who he is and what he is known for. Recap basic facts and famous paintings. What is pointillism? What effect is it trying to give? Discuss how the end of a paintbrush and cotton buds can be used to creating the pointillism effect. Discuss the topic of wild west and what they might see in a wild west pictures- cowboys, horses, saloons, camels etc. Watch step by step videos on how to draw these to create their own wild west picture. When drawings are complete, paint using pointillism technique.		

Design Technology						
Religious Education	<u>What difference does the resurrection make to Christians?</u> Key Skills: To describe the similarities and differences between the Gospel accounts of Jesus’ death and resurrection. To explain the significance of resurrection and how it shapes how Christians see the world and others. To explain how the resurrection effects how Christians might live their lives.	<u>What difference does the resurrection make to Christians?</u> Key Skills: To describe the similarities and differences between the Gospel accounts of Jesus’ death and resurrection. To explain the significance of resurrection and how it shapes how Christians see the world and others. To explain how the resurrection effects how Christians might live their lives.	<u>What difference does the resurrection make to Christians?</u> Key Skills: To describe the similarities and differences between the Gospel accounts of Jesus’ death and resurrection. To explain the significance of resurrection and how it shapes how Christians see the world and others. To explain how the resurrection effects how Christians might live their lives.			
PE	Dance and Rounders Scheme: PE planning	Dance and Rounders Scheme: PE planning	Dance and Rounders Scheme: PE planning	Dance and Rounders Scheme: PE planning	Dance and Rounders Scheme: PE planning	Dance and Rounders Scheme: PE planning
CPSHE	WE ARE LEARNING TO: understand that I will need money to help me achieve some of my dreams. Scheme: Jigsaw	WE ARE LEARNING TO: know about a range of jobs carried out by people I know and explore how much people earn in different jobs. Scheme: Jigsaw	WE ARE LEARNING TO: identify a job I would like to do when I grow up and understand what motivates me and what I need to do to achieve it. Scheme: Jigsaw	WE ARE LEARNING TO: describe the dreams and goals of young people in a culture different to mine. Scheme: Jigsaw	WE ARE LEARNING TO: understand that communicating with someone in a different culture means we can learn from each other. Scheme: Jigsaw	WE ARE LEARNING TO: encourage our peers to support young people here and abroad to meet their aspirations. Scheme: Jigsaw
Music	Scheme: Kapow! Lesson 1: History of the blues To know some features of blues music.	Scheme: Kapow! Lesson 2: Playing a chord To play the first line of the 12-bar blues.	Scheme: Kapow! Lesson 3: The 12-bar blues To be able to play the 12-bar blues.	Scheme: Kapow! Lesson 4: Blues scale To be able to play the blues scale on a tuned instrument.	Scheme: Kapow! Lesson 5: Improvisation and the blues To be able to improvise with notes from the blues scale.	
Languages (Spanish)						
Other Details e.g. visits				Spark2 Education in for whole school March 21 st for science week		